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ABSTRACT

The question of what sorts of measures are required to overcome differences between African American and other students is addressed. It is suggested that none are required, and that African American children will reach their potential when the ashes that historically and presently stunt their development are removed. The author's descriptions of the backgrounds of her own parents provide insight into the factors that contribute to black social advancement. The cultural lessons from her own history in part 1 lead to the discussion of educating African American children in part 2. It is argued that there is a distinct African American culture with a particular world view. The transfer of this culture is interrupted because schools do not support it. Chapter 10 describes a demonstration school in a Cleveland (Ohio) suburb designed to facilitate the intellectual development of African American preschool children. Culturally appropriate pedagogy and issues of African American male development are explored. (Contains 125 references.) (SLD)

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